

Pupil Premium Strategy



#TransformingLives

Summary information					
Academy	Jubilee Academy, Mossley				
SLT Lead	Claire Goldup – Assistant Principal				
Link Governor					
Date of most recent PP Review:	July 2019				
Date of next PP Review:	December 2019				
Academic Year	2019-2020	Total PP budget	£ PP (£1,320) £ EYFS (15x38x0.53) £ LAC (£2,300) £ Post LAC (£2,300) £ Forces (£300)	Total number of pupils on roll:	
				Total PP:	
				Ever 6 PP:	
				EYFS PP:	
				LAC PP:	
				Post LAC PP:	
				Forces:	

Contextual/Additional information:

	Cohort	Boys	Girls	Pupil Premium	ARE Combined		ARE Reading		ARE Writing		ARE Maths	
					PP	NPP	PP	NPP	PP	NPP	PP	NPP
Nursery												
Reception												
Year 1	28	13	15	14	71	63	79	63	79	69	79	63
		46%	54%	47%								
Year 2	30	18	12	17	47	69	65 (6)	77 (23)	53	69	63	85
		60%	40%	57%			2.53	3.08	2.65	2.77	3.06	2.77
Year 3	30	9	21	22	55	75	77 (9)	88 (13)	64 (5)	75 (25)	77 (18)	88
		30%	70%	73%			3	3.13	2.95	3.13	3.59	3.38
Year 4	27	13	14	22	64	20	70 (15)	60 (20)	70 (20)	20	70	40
		48%	52%	81%			2.8	3	2.85	2.8	2.8	2.4
Year 5												
Year 6	30	16	14	18	44	50	61 (22)	83 (8)	44	58	56 (6)	75 (8)
		53%	47%	60%			3.06	3.08	2.94	3.42	2.89	3.08

Historic Performance Indicators								
	National all 2017	National all 2018	Academy 2017	Academy 2018	National PP 2017	National PP 2018	Academy PP 2017	Academy PP 2018
% achieving at or above ARE combined by the end of Y6:	61 (9)	64 (10)	28 (4)	44 (4)	48 (4)	51 (4)	24	
% achieving at or above ARE in reading by the end of Y6:	72 (25)	75 (28)	29	59 (11)	77 -0.7	-0.6	48	54
% achieving at or above ARE in writing by the end of Y6:	76 (18)	78 (20)	41	74 (7)	81 -0.4	-0.4	43	67
% achieving at or above ARE in maths by the end of Y6:	75 (23)	76 (24)	41	59 (7)	80 -0.6	-0.6	38	53
% achieving at or above ARE in SPAG by the end of year 6	77 (31)	78	55 (10)	59 (19)	82			
% achieving at or above ARE in reading by the end of Y2:	76 (25)	75 (26)	54 (3)	73 (13)	61	60	47	73
% achieving at or above ARE in writing by the end of Y2:	68 (16)	70 (16)	21	63 (13)	52	53	29	68
% achieving at or above ARE in maths by the end of Y2:	75 (21)	76 (22)	48	73 (13)	60	61	47	73
% passing the phonics screening in Y1	81	82	80	87	68	70	85	82
% passing the phonics screening in Y2	92	92	80	93			76	
% achieving GLD in Rec	70.7	71.5						
Attendance								

Current Performance Indicators					
	National all 2019	Academy 2019	National PP 2019	Academy PP 2019	Variation
% achieving at or above ARE combined by the end of Y6:	65%	38			
% achieving at or above ARE in reading by the end of Y6:	73%	48 (10)		55 (14)	
% achieving at or above ARE in writing by the end of Y6:	78%	62 (0)		59 (0)	
% achieving at or above ARE in maths by the end of Y6:	79%	59 (3)		68 (18)	
% achieving at or above progress in SPAG by the end of year 6	78%				
% achieving at or above ARE in reading by the end of Y2:		80 (13)		77 (9)	
% achieving at or above ARE in writing by the end of Y2:		67 (13)		64 (5)	
% achieving at or above ARE in maths by the end of Y2:		80 (13)		77 (18)	
% passing the phonics screening in Y1		80		72	
% passing the phonics screening in Y2		93		91	
% achieving GLD in Rec					
Attendance:					

2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including nursery)	206
Total number of pupils eligible	135
Amount PPG received per pupil	£1320
Total amount of PPG received	£178200

Review of expenditure																																																														
Academic Year	2018-19																																																													
i. Quality of teaching for all																																																														
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual Cost																																																										
<p>To ensure that the Pupil Premium grant secures positive outcomes for pupils entitled to Pupil Premium. To provide targeted intervention in Year 2 so that standards at the end of Key Stage 1 are in line with other pupils nationally.</p>	<p>Strategic Lead – AP and KS1 Lead</p> <p>Year 2 Intervention – KS1 Lead</p>	<p>End of Key Stage 1</p> <table border="1" style="font-size: small; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>PP (22)</th> <th>NPP (8)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>77 (9)</td> <td>88 (13)</td> </tr> <tr> <td>Writing</td> <td>64 (5)</td> <td>75 (25)</td> </tr> <tr> <td>Maths</td> <td>77 (18)</td> <td>88</td> </tr> </tbody> </table> <p>Progress from EYFS</p> <table border="1" style="font-size: small; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>Expected Progress</th> <th>PP (22)</th> <th>NPP (8)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>Good</td> <td>23</td> <td>25</td> </tr> <tr> <td>Progress</td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Writing</td> <td>Expected Progress</td> <td>82</td> <td>100</td> </tr> <tr> <td>Good Progress</td> <td>14</td> <td>25</td> </tr> <tr> <td rowspan="2">Maths</td> <td>Expected Progress</td> <td>91</td> <td>100</td> </tr> <tr> <td>Good Progress</td> <td>27</td> <td>13</td> </tr> </tbody> </table> <table border="1" style="font-size: small; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>64</th> <th>63</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td></td> <td></td> </tr> <tr> <td>R,W,M Combined</td> <td>55</td> <td>75</td> </tr> </tbody> </table> <p>Year 2 In Year Progress</p> <table border="1" style="font-size: small; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>PP (22)</th> <th>NPP (8)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3</td> <td>3.13</td> </tr> <tr> <td>Writing</td> <td>2.95</td> <td>3.13</td> </tr> <tr> <td>Maths</td> <td>3.59</td> <td>3.38</td> </tr> </tbody> </table> <p>Attainment in reading, writing and maths below national and below other pupils</p> <p>GDS below in reading and writing and above in maths</p> <p>Expected progress in reading slightly below (SW-H)</p> <p>Progress in writing below (FB, MB, DH, S-LT)</p> <p>Progress in maths below (DH, EL)</p> <p>Good progress in line in reading, below in writing and above in maths</p> <p>R,W,M combined below despite no gap in GLD</p> <p>FB, MB – Writing DH – Writing and maths S-LT – Writing SW-H - Reading</p> <p>Progress good in maths, slightly below in reading and below expected in writing</p>		PP (22)	NPP (8)	Reading	77 (9)	88 (13)	Writing	64 (5)	75 (25)	Maths	77 (18)	88		Expected Progress	PP (22)	NPP (8)	Reading	Good	23	25	Progress			Writing	Expected Progress	82	100	Good Progress	14	25	Maths	Expected Progress	91	100	Good Progress	27	13		64	63	GLD			R,W,M Combined	55	75		PP (22)	NPP (8)	Reading	3	3.13	Writing	2.95	3.13	Maths	3.59	3.38	<p>Strategic Lead has ensured that all staff are aware of the disadvantaged pupils in their class and the need for them to make excellent progress in order to close the gap between them and all other pupils.</p> <p>Pupil Progress meetings have ensured that any pupils who are falling behind are identified and interventions have been put in place to support them. Conversely, pupils' whose progress could be accelerated have been identified.</p> <p>The allocated budget for Pupil Premium has been well managed – <i>“Attainment for disadvantaged pupils is in line with that of other pupils within the school. The majority of funding is spent on employing additional staff to support learning in classrooms and to provide targeted intervention for pupils who need extra support. The school’s internal tracking shows that the progress for disadvantaged pupils is steadily improving.”</i> Ofsted April 2019</p> <p>Standards at the end of Key Stage 1 continue to improve for all pupils.</p>	<p>£23,215.00</p>
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<p>To provide targeted intervention in Year 6 to ensure that more pupils entitled to Pupil Premium make at least expected progress in reading, writing and maths and more achieve the expected standard at the end of Key Stage 2.</p>	<p>Intervention Teacher</p>	<p>KS 2 – Year 6 Disadvantaged</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Target</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>59%</td> </tr> <tr> <td>Mathematics</td> <td>57%</td> <td>68%</td> </tr> </tbody> </table> <p>KS 2 – Year 6 Disadvantaged Greater Depth</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Target</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>1%</td> <td>0%</td> </tr> <tr> <td>Mathematics</td> <td>1%</td> <td>18%</td> </tr> </tbody> </table> <p>Year 6 comparison between PP and non PP</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>59%</td> <td>71%</td> </tr> <tr> <td>Mathematics</td> <td>68%</td> <td>43%</td> </tr> </tbody> </table> <p>The only children who achieved the Higher Standard were PP children. Of this cohort 38% are on the SEND register and 72% are PP</p> <p>Impact in Year 6 was limited – Interventions took place in Year 5.</p> <p>Year 5</p> <table border="1"> <thead> <tr> <th></th> <th>PP (18)</th> <th>NPP (12)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td></td> <td>61 (22)</td> <td>83 (8)</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td></td> <td>44</td> <td>58</td> </tr> <tr> <td>Maths</td> <td></td> <td></td> </tr> <tr> <td></td> <td>56 (6)</td> <td>75 (8)</td> </tr> <tr> <td>Combined</td> <td>51 (4)</td> <td>70 (12)</td> </tr> <tr> <td></td> <td>44</td> <td>50</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.06</td> <td>3.08</td> </tr> <tr> <td>Writing</td> <td>2.94</td> <td>3.42</td> </tr> <tr> <td>Maths</td> <td>2.89</td> <td>3.08</td> </tr> </tbody> </table>	Subject	Target	Result	Reading	61%	55%	Writing	42%	59%	Mathematics	57%	68%	Subject	Target	Result	Reading	1%	14%	Writing	1%	0%	Mathematics	1%	18%	Subject	PP	Non PP	Reading	55%	28%	Writing	59%	71%	Mathematics	68%	43%		PP (18)	NPP (12)	Reading				61 (22)	83 (8)	Writing				44	58	Maths				56 (6)	75 (8)	Combined	51 (4)	70 (12)		44	50		PP	NPP	Reading	3.06	3.08	Writing	2.94	3.42	Maths	2.89	3.08	<p>Attainment and progress of disadvantaged pupils remains below that of all other pupils. Interventions in 2019-2020 will be led by class teacher, members of the SLT and a highly skilled teaching assistant.</p>	<p>£21,004.80</p>			
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New teaching sequence for reading is embedded, using high-quality whole class texts and feedback from teachers and pupils is positive. Need to continue to embed teaching sequence and focus on pupils who are reading below their chronological age. Quality texts for independent reading for those pupils who are beyond Lime in the reading scheme need to be replenished.</p>		Target 2019	National 2018 (KS2)	Year 5 2019	Reading	67%	75%	70% (17%)		KS1	End of Year 5		Reading	54 (11)	70 (17)	Only 2 pupils have not made expected progress from KS1 – GDS: IR, JW 4 pupils WTS → EXS 2 pupils EXS → GDS 2 pupils WTS → YSD 2 EAL new entries GDS	<p>£129.59 Storage £164.85 EYFS £380.34 Year 2 £1916.13 Class readers</p>
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<p>To raise attainment and accelerate progress in maths.</p>	<p>Maths Whizz</p>	<p>Due to issues with ICT access, Maths Whizz has not been utilised to its full capacity and the impact on pupil progress has therefore been limited.</p> <p>Additional subscriptions have been purchased to supplement the White Rose schemes of work. This has enabled teachers, supported by the subject lead, to ensure stretch and challenge as well as opportunities for varied fluency and reasoning.</p>	<p>The focuses for 2019-2020 need to be on the progress of disadvantaged pupils; the use of manipulatives to support the progression from pictorial to abstract to concrete; and targeted small group interventions to accelerate progress. <i>“The teaching of mathematics has focused on the skills of reasoning and problem-solving and this work is evident in pupils’ workbooks. However, there is a lack of planned opportunities for pupils to work with practical materials, therefore pupils do not always develop a firm understanding of mathematical concepts.”</i> Ofsted April 2019</p>	<p>£4590</p> <p>£60.00 Maths Frame £297.00 Classroom Secrets £81.00 Master the Curriculum</p>																																																																				

<p>To ensure that pupils have access to high-quality, age-appropriate dictionaries and thesauruses in order to develop their vocabulary for reading comprehension and writing</p>	<p>Purchase of new dictionaries and thesauruses for every class</p>	<p>Dictionaries purchased and used to support learning in reading, writing and across the curriculum. This is evidenced in pupils' books through reading lessons and editing and improving their work.</p>	<p>Continue to ensure that all children have access to high-quality age-appropriate dictionaries and thesauruses. No further resources required. Focus for 2019-2020 needs to be developing pupils' language capability to support their reading and writing.</p>	<p>£1024.10</p>
<p>To ensure a rigorous and sequential approach to teaching handwriting that will lead to improvements in pupils' work</p>	<p>Purchase of Nelson teacher handbooks and appropriately lined flip chart</p>	<p>New handwriting policy written and disseminated to all staff. Significant improvements in handwriting – consistency of size and distinguishable ascenders and descenders. Greatest impact in Years 3 and 5. More children beginning to join effectively by the end of Year 2.</p>	<p>Continue the focus on handwriting next year but no further resources required. Identified need for a programme to support the teaching of spelling – focus for 2019-2010</p>	<p>£109.78</p>
<p>To ensure that summative assessments for reading provide an accurate standardised score and can be used to identify next steps for learning and teaching</p>	<p>Purchase of NFER reading tests for Years 3, 4 and 5</p>	<p>NFER has provided accurate standardised scores and question level analysis has enabled teachers to identify next steps for learning and teaching.</p>	<p>Continue to use NFER assessments and build in more opportunities for QLA so that teaching can be adjusted according to need.</p>	<p>£144.00</p>

ii. Targeted Support																																																								
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																				
To ensure that intervention in Year 6 secures good outcomes for pupils so that end of Key Stage targets are met for all pupils.	Purchase of Year 6 Revision materials to support small group interventions		Continue small group interventions, using these materials Justification to be explained in 2019-2020 strategy	£630.00 £288.00 Test Base																																																				
To ensure that intervention in Year 2 secures good outcomes for pupils so that end of Key Stage targets are met for all pupils.	Purchase of Year 2 Revision materials to support small group interventions	<p>End of Key Stage 1</p> <table border="1"> <tr> <td></td> <td>PP (22)</td> <td>NPP (8)</td> </tr> <tr> <td>Reading</td> <td>77 (9)</td> <td>88 (13)</td> </tr> <tr> <td>Writing</td> <td>64 (5)</td> <td>75 (25)</td> </tr> <tr> <td>Maths</td> <td>77 (18)</td> <td>88</td> </tr> </table> <p>Attainment in reading, writing and maths below national and below other pupils</p> <p>GOS below in reading and writing and above in maths</p>		PP (22)	NPP (8)	Reading	77 (9)	88 (13)	Writing	64 (5)	75 (25)	Maths	77 (18)	88	Continue small group interventions, using these materials Justification to be explained in 2019-2020 strategy	£429.50																																								
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To support children's language and literacy skills in EYFS. To raise the profile of maths in EYFS and promote children's fluency in number.	Purchase of resources for EYFS	<p>EYFS</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">PSED</th> <th colspan="3">CLU</th> <th colspan="2">PD</th> <th colspan="3">Maths</th> <th colspan="2">Literacy</th> </tr> <tr> <th>MR</th> <th>SCSE</th> <th>MFB</th> <th>LA</th> <th>U</th> <th>S</th> <th>MH</th> <th>HSC</th> <th>N</th> <th>SSM</th> <th>W</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>92</td> <td>79</td> <td>92</td> <td>79</td> <td>79</td> <td>79</td> <td>92</td> <td>79</td> <td>79</td> <td>71</td> <td>79</td> <td>79</td> </tr> <tr> <td>NPP</td> <td>94</td> <td>81</td> <td>94</td> <td>75</td> <td>75</td> <td>75</td> <td>100</td> <td>63</td> <td>63</td> <td>63</td> <td>69</td> <td>63</td> </tr> </tbody> </table> <p>Outcomes at the end of EYFS are strong</p>		PSED			CLU			PD		Maths			Literacy		MR	SCSE	MFB	LA	U	S	MH	HSC	N	SSM	W	R	PP	92	79	92	79	79	79	92	79	79	71	79	79	NPP	94	81	94	75	75	75	100	63	63	63	69	63	Use evidence-based research from Education Endowment Fund to develop a strategy for improving outcomes for disadvantaged pupils in EYFS, focusing on language, literacy and mathematical development in line with the revised Ofsted Framework and AIP	£391.66 Phonics £126.00 Ten Town £500 Build a Profile
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To provide targeted support for pupils who need support to manage and self-regulate their behaviour.	Employment OWL Therapist and Behaviour Consultant	Negative impact on behaviour and attitudes to learning of pupils with specific needs and challenging behaviours	Contract ended at the end of Autumn 1 Strategy for 2019-2020 will consider how targeted intervention can be provided for pupils with specific needs or challenging behaviours	£1,891.00																																																				
To provide additional support for pupils who need to build their self-esteem and develop resilience in their relationships.	Fun Friends and Friends for Life groups led by DB and FM	<p>Positive impact and feedback from pupils and their teachers</p> <p>A significant need for nurture provision has been highlighted for those pupils who are finding it difficult to self-regulate and manage their behaviour in the classroom</p>	<p>Continue with Friends groups 2019-2020 as a targeted intervention.</p> <p>Develop a whole school approach to developing pupils' self-esteem and resilience</p> <p>Justification to be explained in 2019-2020 strategy</p> <p>Nurture provision to be further developed</p>	£182.76																																																				

iii. Other approaches				
Desired outcome	Chosen action /approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that disadvantaged pupils and their families are well supported and that links with outside agencies promote the safety and well-being of pupils.	Family and multi-agency support worker - DD	This support has a significant impact for disadvantaged pupil and their families.	Continue this support for vulnerable pupils and their families Justification to be explained in 2019-2020 strategy	£15,757.33
To ensure that physical, mental and emotional well-being needs are met so that pupils are 'ready to learn'.	Provision of snacks, uniform or resources	Snacks, uniforms and resources have been provided for vulnerable, disadvantaged pupils' and their families on a needs basis. This has enabled pupils to be 'ready to learn' when without this support they would not have been.	Continue this support for vulnerable pupils and their families Justification to be explained in 2019-2020 strategy	£501.10
To improve attendance of pupils entitled to Pupil Premium.	Employment of Education Welfare Officer		This must remain a key priority for 2019-2020 Support will no longer be provided by the EWO but by an Attendance Officer employed by ATT	£4368.00
To raise pupils' aspirations so that they are motivated and proud of their achievements.	Engagement with Primary Schools' Careers Programme	Pupils in Years 5 and 6 have engaged in a number of STEM and 'World of Work' workshops, demonstrating high levels of engagement and motivation. This has promoted collaborative learning and helped build self-esteem.	Continue engagement with Primary Schools' Careers Programme, providing STEM and 'World of Work' workshops for pupils Justification to be explained in 2019-2020 strategy	£2100.00
To ensure that all pupils have access to the wider curriculum and school trips.	Subsidise school trips and curriculum workshops Music Exams	Support has been provided for some disadvantaged pupils and their families but not all. See next steps	A more joined up approach to subsidising trips needs to be established so ensure equality of opportunity for all disadvantaged pupils	£3853.00

Barriers to future attainment and progress (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Pupils' oral language skills are poor across the academy. This has an impact on their receptive and expressive language which in turn limits their progress in reading and writing.
B.	Standards in reading, although improving are below national averages. Reading ages indicate that a number of pupils are not decoding at their chronological age. Not all pupils have developed the reading comprehension skills that they need to be independent and self-regulating readers. The proportions of pupils working at Greater Depth are below national averages. More opportunities need to be provided for pupils to read to an adult in school.
C.	Standards in writing are not improving quickly enough and pupils are not making the progress that they need to reach age-related expectations. Very few children are working at Greater Depth. Children do not apply the grammar skills they have been taught to their independent writing. There is a need to improve handwriting and spelling across the academy.
D.	Standards in maths are below national averages at the expected standard and Greater Depth. Pupils are not making the progress that they need to close the gap. There is a need for planned opportunities for pupils to work with practical materials in order to develop a firm understanding of mathematical concepts. Targeted intervention is needed for groups of pupils to catch up.
E.	Pupils do not have the strategies needed to think about their own learning explicitly or to plan, monitor and evaluate their learning. There is a need to develop a whole school approach alongside improving pupils' interaction with each other in the classroom and self-management of emotions.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Not enough parents understand the academy's approach to teaching phonics and reading. As a result, they do not know how best to support their child with learning to read. There is a need to share the academy's approach with parent's and provide them with support in reading with their child at home.
G.	Although attendance and punctuality are improving, too many pupils are persistently absent from school or do not arrive on time. There is a continued need to ensure that pupils have high attendance and come to school on time.
H.	There is a need to ensure that all pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a coherently planned way that considerably strengthens the academy's offer.
I.	A significant number of pupils do not arrive at school 'ready to learn'. There is a need to provide breakfast, uniform and resources for these pupils so that they are able to access the learning opportunities provided.

Desired Outcomes		
	Desired outcomes and how they will	Success criteria
A.	To improve pupils' oral language skills and vocabulary	<ul style="list-style-type: none"> All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards and greater depth, continue to improve towards national averages.
B.	To raise attainment and accelerate progress in reading.	<ul style="list-style-type: none"> There is coherence and consistency across the school with highly effective teaching and consistent expectations in every classroom. Assessment information is used by leaders to evaluate the impact of current curriculum practice and identify appropriate next steps. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations. Pupils read widely and often, with fluency and comprehension appropriate to their age. In Key Stage 1, pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at Key Stage 2. All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards and greater depth, continue to improve towards national averages.
C.	To raise attainment and accelerate progress in writing	<ul style="list-style-type: none"> There is coherence and consistency across the school with highly effective teaching and consistent expectations in every classroom. Assessment information is used by leaders to evaluate the impact of current curriculum practice and identify appropriate next steps. In Key Stage 1, pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at Key Stage 2. All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards and greater depth, continue to improve towards national averages.

D.	To raise attainment and accelerate progress in maths.	<ul style="list-style-type: none"> • There is coherence and consistency across the school with highly effective teaching and consistent expectations in every classroom. • Assessment information is used by leaders to evaluate the impact of current curriculum practice and identify appropriate next steps. • In Key Stage 1, pupils are able to read, write and use mathematical knowledge, ideas and operations so they are able to access a broad and balanced curriculum at Key Stage 2. • All pupils achieve highly, particularly the most disadvantaged and pupils with SEND, so that the proportion of pupils achieving the expected standards and greater depth, continue to improve towards national averages.
E.	To develop pupils' self-regulation and meta-cognition.	<ul style="list-style-type: none"> • Pupils behave consistently well, demonstrating consistently high levels of self-control and respect for others. If pupils struggle with this, fair and effective actions supports them to succeed. • Pupils are able to articulate how they can keep themselves safe and how they can support the well-being of other pupils in the academy. • Pupils consistently demonstrate highly positive attitudes and commitment to their learning - highly motivated, resilient to setbacks and taking pride in their achievements and articulating how they make a positive contribution to their class, academy and/or the wider community. • As a result of the curriculum and wider offer pupils are better equipped to reflect wisely, learn eagerly, behave with integrity and co-operate consistently well with others.
F.	To ensure that parents have the knowledge and understanding that they need to support their children in learning to read.	<ul style="list-style-type: none"> • Information is provided for parents about their child's progress and about supporting their child's learning at home, including detail about the academy's method of teaching reading and how to help their child learn to read. As a result, parents engage as partners in their child's early education, including those who are difficult to engage.
G.	To ensure that pupils have high attendance and come to school on time.	<ul style="list-style-type: none"> • Pupils have high attendance and come to school on time. The number of pupils who are persistently absent is below the national average for all groups of pupils.

H.	To ensure that all pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a coherently planned way that considerably strengthens the academy's offer.	<ul style="list-style-type: none"> • Pupils' work across the curriculum is consistently of a high standard. • All pupils, including those who are disadvantaged, have access to a wide, rich set of experiences in a coherently planned way that considerably strengthens the academy's offer. • All pupils are ready for the next stage in their education, equipped to make the transition successfully with additional support provided for pupils with additional needs.
I.	To ensure that all pupils' basic needs are met so that they are 'ready to learn' and able to access the learning	<ul style="list-style-type: none"> • Children who may need early help and who are at risk of harm are identified and the help that children need is secured, referring in a timely way to those who have the expertise to help. The impact of this support is monitored and evaluated.

2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Education for all					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A.1	Strategic leadership	Strategic Lead will: Champion disadvantaged pupils, ensuring that the Pupil Premium is spent effectively to improve outcomes	Termly Pupil Progress meetings Termly review of Pupil Premium Strategy and impact	CG	
A.2	Ongoing professional development	Quality of teaching is one of the biggest drivers of pupils' attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore that Pupil Premium funding is focused on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods. What happens in the classroom makes the biggest difference – there is particularly good evidence around the potential impact of teacher professional development.	Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. Professional support and training for early years workers is key. Areas with potential included communication and language approaches, self-regulation strategies and parental involvement. Continuous Professional Development – Blue Sky Termly Pupil Progress meetings Termly review of Pupil Premium Strategy	JWw CG	
A.3	Communication and Language Approaches in EYFS Books for sharing and reading aloud	High impact / Very low cost Positive benefits for young children's learning – spoken language skills, expressive vocabulary and early reading skills On average 6 months additional progress over the course of a year – slightly larger effects for children from disadvantaged backgrounds. Consistent evidence that reading to young children and encouraging them to answer questions and talk about the story with a trained adult is an effective approach.	Reading aloud to children and discussing books Explicitly extending children's spoken vocabulary by introducing them to new words in context Drawing attention to letters and sounds Sustained shared thinking and guided interaction – working with a small group of children or individually to develop spoken language skills Learning walks and lesson observations Pupil Progress Meetings EYFS EIP English EIP	CK CG	

<p>A.4</p>	<p>Develop pupils' language capability in Key Stage 1 and 2 to support their reading and writing</p> <p>Books for reading aloud and discussion</p> <p>Word Aware</p>	<p>High impact / Very low cost Oral language interventions Comprehension and reading skills benefit from explicit discussion of the content or processes of learning or both Five months' additional progress over the year – slightly larger effects for younger children and pupils from disadvantaged backgrounds – up to six months Interventions directly related to text comprehension or problem solving appear to have greater impact Approaches which aim to develop spoken vocabulary work best when they relate to current content being studied and when they involve active and meaningful use of new vocabulary</p>	<p>Explicitly extending pupils' spoken vocabulary Use of purposeful, curriculum focused, dialogue and interaction Purposeful speaking and listening activities Reading books aloud and discussing them Structured questioning to develop reading comprehension (VIPERS) Activities that extend pupils' expressive and receptive vocabulary Collaborative learning activities where pupils can share their thought process Teachers modelling inference-making by thinking aloud Pupils articulating their ideas verbally before they start writing English EIP - Monitoring</p>		
<p>A.5</p>	<p>Promote reading in EYFS</p> <p>Promote storytelling and shared reading</p>	<p>Moderate impact / Very low cost Average of four months progress and as much as six months Targeted small group interactions have particularly positive effects on children from disadvantaged backgrounds Involving parents in developing early literacy strategies can be beneficial and ensuring that training and professional development is provided for staff when new approaches are introduced is likely to increase impact</p>	<p>Early Literacy Approaches Storytelling and group reading Activities that aim to develop letter knowledge, knowledge of sounds and early phonics Introductions to different kinds of writing May involve parental engagement</p> <p>EYFS EIP English EIP</p>	<p>CK CG</p>	
<p>B.1</p>	<p>Review the teaching of phonics and provide training for all staff</p> <p>Phonics Play subscription to support Letters and Sounds</p>	<p>Moderate impact/ very low cost Phonics More effective on average than other approaches to early reading – four months additional progress For older readers who are still struggling to develop reading skills, phonic approaches may be less effective than reading comprehension strategies Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff) indicating that pedagogical expertise is a key component of successful teaching of early reading</p>	<p>Embedded in a rich literacy environment for early readers</p> <p>Phonics assessments and tracking</p> <p>Pupil Progress Meetings English EIP</p>	<p>CG CK ET</p>	

<p>B.2</p>	<p>Rigorous, sequential quantitative summative assessments for reading</p> <p>NFER reading assessments for Years 3, 4 and 5</p> <p>White Rose termly assessments 1, 3, 4, 5</p>	<p>Here are 5 reasons why schools choose NFER Tests:</p> <ol style="list-style-type: none"> 1. They have been standardised with 60,000 pupils to provide reliable national comparisons 2. They have been written for the current curriculum and provide appropriate content coverage 3. They are engaging for pupils and provide an age-appropriate level of challenge 4. They are consistent in producing data that is accurate and robust 5. They are tests of choice for thousands of other primary schools 	<p>Question level analysis used to identify gaps and identify next steps for teaching and learning</p> <p>Assessments used to monitor progress and inform targeted interventions for those pupils who need further challenge or additional support</p> <p>Pupil progress Meetings English EIP Maths EIP</p>	<p>CG</p>	
<p>B.3</p>	<p>Develop reading comprehension strategies in Key Stages 1 and 2</p> <p>Purchase books to support whole class reading lessons</p>	<p>High impact / Very low cost</p> <p>Additional six months' progress</p> <p>Allow activities to be tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming challenge</p> <p>Can be usefully combined with collaborative learning techniques and phonics to develop reading skills</p> <p>More effective than phonics or oral language approaches for upper primary</p> <p>The potential impact for these strategies is very high</p> <p>Very extensive evidence from 8 meta-analyses has consistently demonstrated the impact of teaching meta-cognitive strategies for reading comprehension</p> <p>The aim is for pupils themselves to take responsibility for automatically using these strategies to monitor and improve their own reading comprehension</p> <p>Fluent readers can read quickly, accurately and with appropriate stress and intonation</p>	<p>Reading comprehension strategies</p> <p>Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read</p> <p>Use of graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading information texts</p> <p>Guided oral reading instruction – teacher models fluent reading of a text then pupils read the same text aloud with appropriate feedback</p> <p>Repeated reading – pupils read a short and meaningful passage a set number of times or until they reach a suitable level of fluency</p> <p>Teach pupils to use strategies for developing and monitoring their reading comprehension</p> <p>Teach pupils specific strategies that they can apply to both check how well they comprehend what they read and overcome barriers to comprehension:</p> <ul style="list-style-type: none"> ➤ predicting ➤ questioning ➤ clarifying ➤ summarising ➤ inference ➤ activating prior knowledge 	<p>CG</p>	

			<p>Strategies should be modelled and practised to ensure that they become embedded and fluent. Children should practise these skills in collaborative groups with support and feedback from the teacher or teaching assistant decreasing as they become increasingly effective at using each strategy</p> <p>English EIP</p> <p>Monitoring and evaluation of teaching reading and independent reading</p> <p>Pupils Progress Meetings</p>		
B.4	<p>Provide opportunities for all pupils to read with a trained adult</p> <p>Ensure books used for independent readers are engaging and well matched to pupils' reading abilities</p>	<p>High impact / Very low cost Additional six months' progress The aim is for pupils themselves to take responsibility for automatically using these strategies to monitor and improve their own reading comprehension</p> <p>Fluent readers can read quickly, accurately and with appropriate stress and intonation</p>	<p>Class reading folders monitored every fortnight: Are children reading at home? Are children reading to an adult at school at least once a fortnight? Are adults secure in identifying strategies used and next steps? Are children reading engaging, age-appropriate texts? Is additional support given for those pupils reading below their chronological age?</p> <p>English EIP</p>	CG	
C.1	<p>Introduce grammar progression, embedded within long term planning so that children practise the skills they need to be successful writers</p>		<p>Writing books monitored every 3 weeks: Are children being taught the appropriate grammar for the text type? Is grammar embedded within the teaching sequence? Are children applying these new skills within their independent writing? Are teachers secure in their subject knowledge?</p> <p>English EIP</p>	CG	

C.2	<p>Implement the Get Spelling Programme in Years 2, 3, 4, 5, 6</p>	<p>Accurate spelling is a key component of writing fluency and should be explicitly taught rather than just simply tested. There is limited evidence about what constitutes effective approaches to teaching spelling. The teaching of spelling is likely to work best when the spellings are related to the current content being studied in school and when teachers encourage active use of any new spellings in pupils' writing. There is some evidence to suggest that teaching word patterns may help with spelling. Pupils could learn about morphemes and show how they recur in different words. Other promising approaches include paired learning approaches and techniques such as look-say-cover-write-check.</p>	<p>Spelling lessons for at least 15 minutes 3 x weekly Monthly drop-ins to dedicated spelling lessons Termly spelling assessments with additional intervention for pupils with a standardised score below 96 English EIP</p>	CG	
D.1	<p>Develop Early Numeracy Approaches in EYFS</p> <p>Purchase resources to promote play and support mathematical development</p>	<p>High impact / Very low cost Six months additional progress Choice of approach and the way the strategies are introduced is important Approaches produce larger effects when they are designed to develop a particular mathematical skill such a counting or estimating Additional equipment to support mathematical experiences such as counting, measuring and using money to be beneficial</p>	<p>Early Numeracy Approaches Programme designed to develop children's number sense – understanding of quantity and number Mathematical games or pretend activities involving counting or using other mathematical language Individual and small group work, balancing guided interaction with direct teaching and child-led activities</p> <p>EYFS drop ins Pupil Progress Meetings EYFS EIP Maths EIP</p>	CK DF CG	
D.2	<p>Develop practical approaches to mathematics in Key Stages 1 and 2</p>	<p>Maths EIP</p>	<p>Lesson drop ins Maths books Pupil Progress meetings</p> <p>Maths EIP</p>	DF	

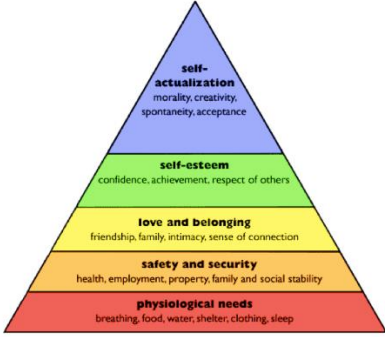
<p>E.1</p>	<p>Promote physical development and strategies to develop self-regulation in EYFS</p>	<p>Moderate impact / very low cost Positive impact of physical activity on cognitive outcomes is stronger than related to specific programmes – indications that physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months progress – lasting positive impact on later learning in school – positive impact on wider outcomes such as behaviour and persistence Embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds</p>	<p>Physical Development Approaches Focused on one aspect e.g. fine motor related to writing or general e.g. encouraging active outdoor play</p> <p>Self-regulation strategies Supporting children in articulating their plans and learning strategies and reviewing what they have done – plan, do, review approach Using stories or characters to help children remember different learning strategies</p> <p>EYFS drop ins EYFS EIP</p>	<p>CG</p>	
<p>E.2</p>	<p>Development of meta-cognition and strategies for self-regulation in Key Stages 1 and 2</p> <p>Purchase of Jigsaw PSHE</p> <p>Purchase of books and resources to support implementation</p>	<p>High impact / Very low cost Metacognition and self-regulation Seven months additional progress Most effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion</p> <p>Moderate impact / Very low cost Collaborative Learning Approaches which promote talk and interaction between learners result in the best gains</p> <p>Moderate impact / Moderate Cost Social and emotional learning SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment Embedded into routine educational practices and supported by professional development and training for staff Particularly beneficial for disadvantaged or low attaining pupils – extensive international research in this area</p> <p>Jigsaw PSHE perfectly connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development into an easy to use lesson-a-week programme.</p>	<p>Metacognition and self-regulation Help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning Cognition: mental process involved in knowing, understanding and learning Metacognition: 'Learning to learn' Motivation: Willingness to engage our metacognitive and cognitive skills</p> <p>Collaborative Learning Pupils working together on activities or learning tasks in a group or small enough for everyone to participate on a collective task that has been clearly assigned Mixed ability teams to work in competition with each other in order to drive more effective collaboration Social and emotional learning Seek to improve pupils' interaction with each other and self-management of emotions Universal programmes that take place inside the classroom More specialised programmes targeted at students with particular social or emotional needs</p> <p>School level approaches to developing a positive school ethos which also aim to support greater engagement in learning</p>	<p>JWw RO DD</p>	

		<p>Designed as a whole-school approach, Jigsaw provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw makes teachers' lives easier by providing extremely well-structured, progressive lesson plans with teaching resources included.</p> <p>Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.</p>			
E.3	Review how feedback is used to support learners, leading to improvements in their work	<p>High impact / Very low cost</p> <p>Bloom's 'mastery learning' tends to have a positive impact</p> <p>Gains of four months additional progress when the approach is supported with professional development</p>	<p>Feedback</p> <p>Information given to the learner about their performance relative to learning goals or outcomes, leading towards improvements in pupils' learning</p> <p>Verbal or written</p>		
Total budgeted cost					
ii. Targeted support					
Desired outcome (A-H)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A.6	Teaching Assistants to deliver one-to-one and small group interventions	See below	See below	JWw CG	
A.7	Targeted oral language interventions for pupils who are falling behind in EYFS and Year 1	There is a strong and consistent body of evidence from at least six meta-analyses demonstrating the impact on one-to-one or small group tutoring using structured interventions for children who are struggling with literacy	Pupil Progress Meetings Intervention drop ins Intervention monitoring	CK CG JWw	
B.5	Targeted phonics interventions for children who could make accelerated progress or are falling behind	There is a strong and consistent body of evidence from at least six meta-analyses demonstrating the impact on one-to-one or small group tutoring using structured interventions for children who are struggling with literacy	Phonics assessments and tracking Phonics screening Pupil Progress Meetings English EIP	CK ET CG	

B.6	One-to-one reading for pupils reading below their chronological age	There is a strong and consistent body of evidence from at least six meta-analyses demonstrating the impact on one-to-one or small group tutoring using structured interventions for children who are struggling with literacy	Reading age test every 6 weeks Pupil Progress Meetings Observation of one-to-one reading English EIP	CG	
B.7	Targeted reading comprehension interventions for children who could make accelerated progress or are falling behind	There is a strong and consistent body of evidence from at least six meta-analyses demonstrating the impact on one-to-one or small group tutoring using structured interventions for children who are struggling with literacy In reading small group teaching can be more effective than one to one or paired tuition	NFER Reading Test scores Pupil Progress Meetings Reading workbooks Intervention drop ins SEND EIP English EIP	CG JWw	
B.8	Targeted reading comprehension interventions for pupils in Years 2 and 6 who could make accelerated progress or are falling behind	There is a strong and consistent body of evidence from at least six meta-analyses demonstrating the impact on one-to-one or small group tutoring using structured interventions for children who are struggling with literacy In reading small group teaching can be more effective than one to one or paired tuition	SATs Reading Test scores Teacher Assessment Frameworks Pupil Progress Meetings Reading workbooks Intervention drop ins SEND EIP English EIP	CG TR LW JWw	
C.3	Colourful semantics intervention for pupils who are not making expected progress in writing	There is a strong and consistent body of evidence from at least six meta-analyses demonstrating the impact on one-to-one or small group tutoring using structured interventions for children who are struggling with literacy	Pupil Progress Meetings Writing books Intervention books Intervention drop ins		
C.4	One-to-one writing intervention for pupils who are not making expected progress or need further challenge in writing	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results	Pupil Progress Meetings Writing Books		

D.3	Targeted interventions for children who are not making expected progress or need further challenge in mathematics	EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress	Pupil Progress Meetings Maths books Intervention drop ins		
D.4	Targeted maths interventions for pupils in Years 2 and 6 who could make accelerated progress or are falling behind	Small group tuition One teacher or professional educator working with two to five pupils together in a group Effective and the smaller the group the better – tuition in groups of two is higher than 3 but lower than 1 – once group size increases to above 6 there is a noticeable reduction in effectiveness Greater feedback from the teacher, more sustained engagement in smaller groups and work which is more closely matched to the learners' needs explains the impact Quality of teaching may be as or more important than the precise group size	SATs Reading scores Teacher Assessment Frameworks Pupil Progress Meetings Reading work books	CG TR LW JWw	
E.4	Provide targeted intervention for pupils with specific needs or challenging behaviours Further develop nurture provision for vulnerable learners	Moderate impact / Moderate cost Behaviour interventions Positive school ethos which aims to support greater engagement in learning; universal programme which seeks to improve behaviour and take place in the classroom; specialised programmes targeted at students with specific behavioural issues Moderate improvements in academic performance – decrease in problematic behaviours Larger impact for targeted interventions matched to specific pupils with particular needs or behavioural issues Improving teachers' behaviour management and pupils' cognitive and social skills is equally effective Higher impact with older pupils	SEND EIP	JWw DD	
Total budgeted cost					

iii. Other approaches					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
F.1	<p>Further develop parental engagement in EYFS</p> <p>Purchase of books for children to share at home</p>	<p>Moderate impact / Moderate cost</p> <p>Parental Engagement</p> <p>Approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting</p> <p>Four months additional progress over the course of a year</p>		CK CG	
F.2	<p>Develop parental engagement in supporting phonics and reading</p> <p>Purchase of books for children to share at home</p>	<p>Parental engagement</p> <p>Approaches and programmes that aim to develop parental skills</p> <p>General approaches that encourage parents to support their child with eg reading or homework</p> <p>Involvement of parents in their child's learning activities</p> <p>More intensive programmes for families in crisis</p>		CG ET	
G.1	<p>Continue to improve attendance and punctuality</p>	<p>Intervention is likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning, such as attendance and behaviour</p>		DB TH	
H.1	<p>To ensure all pupils access the wider offer</p>	<p>Moderate impact / Moderate cost</p> <p>Outdoor adventure learning</p> <p>Adventure education involves collaborative learning experiences with a high level of physical challenge. Practical problem solving, explicit reflection and discussion of thinking and emotion may also be involved.</p> <p>Does not include Forest Schools or field trips.</p> <p>Additional four months' progress</p>		DB JWw DF	

I.1	<p>To promote STEM and The World of Work to have a positive impact on pupils' attitudes to learning, confidence and self-esteem</p>	<p>Education Business Partnership Walsall We are a leading Education Business Partnership with the specialist capability to nurture talent for successful futures. We bring together schools, colleges and businesses to facilitate collaborative working, both within the borough and regionally across the West Midlands with our neighbouring EBP partners. We pride ourselves on delivering tailored programs that align school outcomes and objectives with employers' aims and interests through projects in the education sector, which provide real outcomes and benefits for young people.</p>		DB	
I.2	<p>To ensure that pupils have their needs met so that they are 'ready to learn'</p>	<p>School uniform – Low impact / low cost General belief that school uniform supports the development of whole school ethos and supports discipline and motivation</p>  <p style="text-align: center;">Maslow's Hierarchy of Need</p>			
I.3	<p>To ensure that disadvantaged pupils and their families are well supported and that links with outside agencies promote the safety and well-being of pupils</p> <p>Family and multi-agency support worker - DD</p>	<p>The support worker has built positive working relationships with parents and is able to have challenging conversations and support parents in making positive changes. For example, improving attendance or accessing support services</p>	<p>Half termly analysis of CPOMS</p> <p>Professional Development Conversations</p>	JWw DD	

I.4	To ensure that transition between EYFS and KS1 is well planned	The transition between phases of education – notably early years to primary – is a risk point for vulnerable learners. Schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support to help those falling behind to catch up.		CK CG ET	
Total budgeted					
<p>Additional Information:</p> <p>Teaching assistants – Low impact / high cost</p> <p>Where negative impacts have been recorded it is likely that support from Tas has substituted rather than supplemented teaching from teachers. Teaching assistants who provide one to one or small group support show a stronger positive benefit of between three and five additional months on average Comparisons with qualified teachers suggest that teaching assistants tend not to be as effective (on average about half the gains) Low attaining pupils do less well in a class with a TA present, compared to a class where only a teacher is present</p> <p>TAs should not be used as an informal teaching resource for low-attaining pupils TAs should be used to add value to what teachers do, not to replace them TAs should be used to help pupils develop their independent learning skills and to manage their own learning Sufficient time for TA training and for teachers and TAs to meet outside lesson time Use TAs to deliver high quality one-to-one and small-group support, using structured interventions Use interventions with reliable evidence of effectiveness Brief – 20-50 minutes Regular – 3 to 5 times a week Sustained – 8 to 20 weeks Explicit connections made between everyday classroom teaching and structured interventions</p>					

